AN EVALUATION OF THE CALIFORNIA HIGHWAY PATROL HIGH SCHOOL INFORMATION AND EDUCATION PROGRAM

James Worthington Orvis

NAVAL POSTGRADUATE SCHOOL
Monterey, California

THESIS

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HIGH SCHOOL INFORMATION AND EDUCATION PROGRAM

by

James Worthington Orvis

Thesis Advisor: J. W. Creighton

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An Evaluation of the California Highway Patrol High School Information and Education Program

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James Worthington Orvis
Lieutenant, United States Navy
B. S., Missouri Valley College, 1963

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ABSTRACT

An evaluation of the California Highway Patrol High School Information and Education Program was conducted to determine if the program was effecting a positive change in the attitudes of young people toward law-enforcement and law-enforcement officers. A twenty-five item questionnaire was administered to eleventh and twelfth grade students in two Monterey Peninsula high schools. The Highway Patrol Program was presented in one of the schools and then both schools were re-tested using the same questionnaire. No significant change in attitudes was found.

PREFACE

In November, 1972, the California Highway Patrol, Monterey Area, Information and Education Officer asked Professor Douglas Courtney of the Naval Postgraduate School to evaluate the CHP's High School Information and Education Program.

In December, 1972, Professor Courtney assembled a panel of Naval Postgraduate School faculty and students who, along with himself and the CHP officer, were to outline a study and initiate action to evaluate the CHP program. This is that study.

TABLE OF CONTENTS

I. THE CALIFORNIA HIGHWAY PATROL HIGH SCHOOL PROGRAM ---------- 5

II. THE STUDY ---------- 8

A. DEVELOPMENT OF TESTING SEQUENCE ---------- 8

B. DEVELOPING THE QUESTIONNAIRE ---------- 9

C. ADMINISTRATION OF THE QUESTIONNAIRE ---------- 10

D. EVALUATION OF THE QUESTIONNAIRE ---------- 10

III. RESULTS ---------- 12

IV. CONCLUSIONS AND RECOMMENDATIONS ---------- 20

ANNEX A: OFFICER TRAINING MATERIAL ---------- 21

ANNEX B: DRIVING OPINION QUESTIONNAIRE ---------- 54

ANNEX C: QUESTIONNAIRE APPROVAL REQUEST ---------- 59

ANNEX D: COMPUTER PROGRAM FOR ESTIMATION OF MISSING VALUES -------- 61

ANNEX E: SPSS FACTOR ANALYSIS ---------- 62

ANNEX F: STATISTICS FOR VALUES OF SUM ---------- 67

BIBLIOGRAPHY ---------- 72

INITIAL DISTRIBUTION LIST ---------- 73

FORM DD 1473 ---------- 74

I. THE CALIFORNIA HIGHWAY PATROL HIGH SCHOOL PROGRAM

> This program for high school age young people proposes a method that is a departure from the traditional "talk" or "speech" presentation of the past. Today's teenager has shown a resistance to this sort of presentation. He feels he has been lectured enough.
>
> Instead, we propose the high school student join in the program with questions that concern him. We believe the conversations that result from a free and open question and answer process will have a greater and more lasting effect on these people than do formal, static presentations; that the end product will be young people who have the feeling that there are reasons for traffic laws and that enforcement people are real human beings.[1]

The California Highway Patrol High School Program is an attempt by the CHP to open meaningful communication between the CHP and youths of driving age. The program is composed of three individual programs, each of which is designed to bring a field officer in contact with a small group of high school students. The programs are:

1. "Rap sessions" with students in Driver Education Classes.
2. "Rap sessions" with students in required subject classes: Social Studies, Government, English, and similar 11th and 12th grade courses.
3. Combined "rap sessions" and equipment inspection sessions with Auto Shop Classes.[2]

The primary purpose of the High School Program is to bring the field officer and the student together in an atmosphere where a free exchange of ideas can exist.

The program is administered in each area by the local CHP Information and Education Officer. This officer is responsible for initial contact

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[1] High School Information and Education Program: Department of California Highway Patrol (for department use only), 1971, p. ii.

[2] Ibid., p. 1.

with local school administrators, and for the selection and indoctrination of officers participating in the program. The Information and Education Officer rarely takes part in an actual classroom presentation. The CHP has found that these officers, who are usually polished speakers with a great deal of poise before an audience, are easily recognized as "PR men" by the students. This tends to reduce any rapport between the officer and the students.

The officers involved in the program are all volunteers selected from among the patrolmen in the local area. Several officers are selected since each officer retains his field responsibilities in addition to the duties associated with the High School Program. Also, by keeping the number of presentations by each officer to a minimum, the chance of any one patrolman's becoming "too polished" is reduced. Officers are selected from among volunteers on the basis of: appearance, ability to communicate, personality, awareness of the nature of teenagers, initiative and perserverance, pride in the uniform and willingness to "tell the truth" even if it hurts.[3]

The officers selected attend a three day training class at the Highway Patrol Academy. Upon return to their home area, each is briefed by the Information and Education Officer and given a few tips on actions to avoid in the classroom, such as: using the teacher's desk or podium, lecturing the class, using a stage or auditorium, or losing his temper. The officer is provided with: a list of sample questions, an outline on human nature and a suggested reading list. These are found in Annex A. The officer is then considered ready to meet the acid test of a classroom presentation.

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[3] Ibid., pp. 2-3.

In the classroom the officer begins by giving his name, rank and current duty. He explains to the students that he is there to answer questions about law-enforcement and law-enforcement officers. He then opens the floor to discussion and questions. The officer's answers are his own. The CHP requires only that he limit his answers to areas in which he is knowledgeable, and that he be completely honest in his responses.

Soon after the completion of an officer's classroom presentation, he is required to brief area CHP personnel on the attitudes and problems expressed by the students he encountered. This provides patrolmen, detectives and supervisory personnel with feedback concerning students in a specific area. This feedback makes the program a source of two-way communication between the CHP and the local area teenagers, thus making it possible for each to better understand the other.

The CHP hopes that through the High School Program they can bridge the communications gap that exists between law-enforcement officers and youth; and thus eliminate the adversary relationship normally found between the two groups.

II. THE STUDY

The purpose of the study was to evaluate the effectiveness of the California Highway Patrol High School Program; specifically, to evaluate the "rap sessions" in required eleventh and twelfth grade classes. The faculty-student panel decided to construct a questionnaire measuring student attitudes toward traffic safety and policemen; and to administer the questionnaire in local high schools.

The study was divided into four parts:

1. Development of a testing sequence.
2. Development of a questionnaire.
3. Administration of the questionnaire.
4. Evaluation of the questionnaire responses.

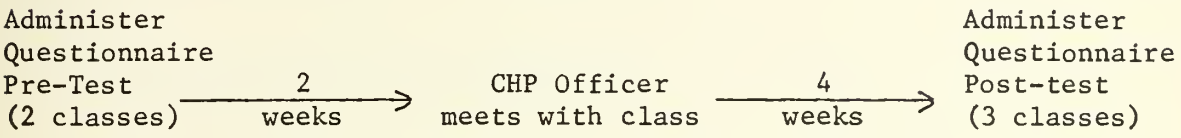
A. DEVELOPMENT OF TESTING SEQUENCE

It was decided to use two high schools for the evaluation. A testing sequence was set up (Figure 1) in which two eleventh and twelfth grade classes in school A were to receive the CHP presentation; and two eleventh and twelfth grade classes in school B were to serve as a control. Each of the four classes was to receive the questionnaire on the same day. Classes in school A would meet the assigned patrolman two weeks later. The follow-up administration of the questionnaire, to all four classes, would be four weeks following the CHP presentation in school A. In addition, during the second administration, the questionnaire was to be given to one additional class in each school. The third class in school A was to have been exposed to the CHP officer at the same time as the first two classes in that school. It was expected that any bias in the results

of the second questionnaire, caused by the first administration of the questionnaire could be detected by comparing the results for pre-tested classes with those of classes tested only once.

Testing Sequence for CHP Study

School A



School B
(Control)

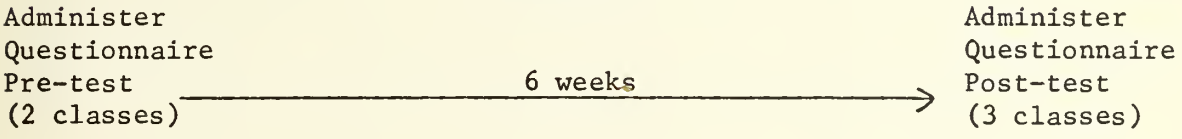


FIGURE 1

B. DEVELOPING THE QUESTIONNAIRE

Each member of the faculty-student panel prepared twenty questions concerning: highway safety, attitudes toward law-enforcement officers and attitudes toward automobiles. Each of these questions was then considered for inclusion in the questionnaire. Twenty-five questions were eventually chosen.

The questionnaire (Annex B) used a Likert-type scale[4] ranging from one to ten, to measure subject attitudes from agree to disagree respectively. The scale was drawn on a continuous line, allowing subjects to respond by marking anywhere between one and ten. This allowed finer definition of responses, than a system where the subject was limited to

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[4] Selltig, Claire, Jahoda, Marie, Deutach, Morton, and Cook, Stuart, W., Research Methods in Social Relations (Holt, Rinehart and Winston, Inc., 1963), pp. 366-370.

the ten integers, in his selections. In addition, the scale was divided into three broad areas: Agree, No Opinion, and Disagree. It was hoped that this would allow the subject to further refine his choices.

The questionnaire and a set of instructions to the teacher administering the questionnaire were then submitted for approval, according to Naval Postgraduate School instructions (Annex C).

C. ADMINISTRATION OF THE QUESTIONNAIRE

The CHP Monterey Area, Information and Education Officer, and two NPS students briefed the program co-ordinator at each of the two schools assisting in the study. It was stressed that no one, not even the classroom teacher, was to know that the questionnaire was in any way connected with the California Highway Patrol. Each teacher was to be given a briefing sheet which he or she was to read to the class before administering the questionnaire. The teacher was to make no other comment to the class concerning the questionnaire, the Navy, or law-enforcement in general before administering the questionnaire. In addition, there was to be no way that any student could be identified with any test. It was hoped that by eliminating teacher comments, and by preserving anonymity, bias in the testing situation could be reduced to a minimum.

Six weeks later, the process was to be repeated for the first two classes tested in each school. In addition, the questionnaire was to be administered to a third class, which had not received the first one.

D. EVALUATION OF THE QUESTIONNAIRE

Results of the questionnaire were to be punched on IBM cards. Questions considered to have negative wording were to be converted to conform with the values obtained from questions considered to be worded

in a positive manner. The conversion was to be accomplished either in the coding process or in the computer program itself.

The mean score for each group tested was then to be compared with each of the other groups. The lower the mean score for a group, the more positive the attitude of that group toward law-enforcement and law-enforcement officers would be considered to be. In addition, if one group was found to have a significantly lower score on the second application of the questionnaire, that group would be considered to have had a positive change in attitude toward the areas measured by the questionnaire.

Questions: 1, 2, 4, 6, 11, 14, 17, 21, and 23 were considered to be negatively worded. They were to be converted using the formula:

$$y = (11-x).$$

Where: y = the value of the positively worded question,

x = the value of the negatively worded question.

Thus a score of 9 on the first question would convert to a score of 2 (11 - 9 = 2), for use in computing the questionnaire mean.

III. RESULTS

The questionnaires were administered as outlined in Chapter II. The following deviations from the original design occurred:

1. The CHP presentation was accomplished in School A during the fifth week after the initial testing instead of the second week as planned. This was the result of a communications breakdown between program participants. Since the second administration of the questionnaire had been originally scheduled for the last week of the school's quarter, it was not possible to delay the second testing in the school. The second testing was therefore held one week after the CHP presentation.
2. The third class in School A was too small to provide any meaningful results. This group was composed of only twelve students, of whom only eight completed the entire questionnaire. For this reason, it was decided to consider only the scores of the two groups in each school who had been pre-tested.

Initial inspection of the completed questionnaires showed that many students had failed to respond to each question. In some cases, whole sections had been left blank. Since no means of identifying individual students had been provided, there was no way that patterns for students with incomplete questionnaires could be analyzed, or that both questionnaires for one of these students could be removed from consideration. It was necessary then to find a means of handling the missing data.

The SPSS[5] computer program provides two methods for handling missing data. The first is to delete from computation any case which has a

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[5] Nie, N. H., Bent, D. H., Hull, C. H., SPSS, Statistical Package for Social Sciences (McGraw-Hill, 1970).

value missing for any variable under consideration. The second method compensates for missing values by considering all cases and using a different "n" value for each variable based upon the number of responses to that variable. Thus question one might have fifty responses and question two only forty used in computing the mean. Each mean, however, would have the same weight in any following computations.

Neither of these methods were considered completely satisfactory. The former eliminated too many cases from consideration, and the latter could have biased the factor analysis that was planned.

Two other methods were suggested by advisors. The first was to substitute the mean of each variable for all missing responses to that variable. The second was to use both the subject (case) and variable means to determine a value to substitute for the missing responses.

The latter method was selected. While it was realized that it by no means provided a perfect solution, it was considered the best of the four alternatives in that it provided the best estimate of the missing values, and permitted the use of all cases in the calculations.

The method selected to approximate missing values works according to this formula:

$$y = \frac{(\text{row mean})(\text{row n}) + (\text{column mean})(\text{column n})}{\text{row n} + \text{column n}}$$

For example: in Table 1, the 0's refer to missing values. Using the selected method to compute values for 2B and 3C yields:

$$2B = \frac{(2.33)(3) + (1.67)(3)}{3 + 3} = \frac{7 + 5}{6} = 2$$

$$2C = \frac{(2.33)(3) + (2.67)(3)}{3 + 3} = \frac{7 + 8}{6} = 2.5$$

Sample Data for Missing Value Computations

Case	Var A	Var B	Var C	Var D	Row Mean
1	1	2	3	4	2.50
2	2	0	2	3	2.33
3	4	1	0	2	2.33
4	2	2	3	2	2.25
Column Mean	2.25	1.67	2.67	2.75	

TABLE 1

The raw data was coded by the CHP and key-punched by NPS personnel. An SPSS data file was developed. The file consisted of all cases in the six classes tested. The file was then broken down into ten sub-files (Table 2), one for each administration of the questionnaire. The four classes which were tested twice each had two sub-files, one for each test.

SPSS Sub-files

Sub-file	Cases included
PR-11	School A, Test 1, Class 1
PR-12	School A, Test 1, Class 2
PR-21	School B, Test 1, Class 1
PR-22	School B, Test 1, Class 2
PO-11	School A, Test 2, Class 1
PO-12	School A, Test 2, Class 2
PO-13	School A, Test 2, Class 3
PO-21	School B, Test 2, Class 1
PO-22	School B, Test 2, Class 2
PO-23	School B, Test 2, Class 3

Note: PR = Pre-test
PO = Post-test

TABLE 2

Note test numbers refer to number of times questionnaires were administered in the schools. For this reason, the two classes which were tested only once (during the second administration) are considered to have received test two.

A program was developed to modify the data according to the method described above (Annex D). The program was flexible enough so that by changing a few numbers on one of its control cards, one could vary the number of cases submitted for calculation. This permitted one relatively simple program to deal with six groups of data, each containing a different number of cases. The sub-files were combined as shown in Table 3 for modification. It was hoped that by keeping like groups together, any bias introduced by modifying the data could be kept to a minimum. Sub-files PO-13 and PO-23 were carried through all computer programs for information purposes only.

Data-modification Groups

Group	Sub-files Included
1	PR-11, PR-12
2	PR-21, PR-22
3	PO-11, PO-12
4	PO-21, PO-22
5	PO-12
6	PO-23

TABLE 3

A factor analysis (Annex E) using the SPSS program was then run on the modified cases in sub-files PR-11, PR-12, PR-21 and PR-22. These cases were chosen because they were the first data obtained and should have been those most free from study-generated bias. Since only positive and negative factors were to be considered, it was possible to reduce

the possible factors in the solution to three. This provided one factor for any questions which had low correlations with either the factor having positive loadings, or the factor having negative loadings. A factor was identified by examining the contents of questions having high loadings on that factor. By doing this, it was found that Factor I consisted of items reflecting positive attitudes toward law-enforcement and law-enforcement officers.

It was found that eleven questions had correlations of 0.3 or greater with positive Factor I, while seven questions had a correlation of 0.3 or greater with negative Factor II. Question 17 correlated only 0.27 with Factor II, but had a negative 0.36 correlation with Factor I, and had been included in the committee's original list of negative questions; so it was included in the list of negative questions. Questions 6 and 21 were included in the committee's list of negative questions, but did not correlate with either Factor I or Factor II and were dropped from consideration.

In examining the results of the factor analysis in Annex E, it should be noted that the scatter diagram of positive Factor I and negative Factor II plots in a very narrow oval. The other two diagrams which include Factor III are much more scattered. Factor III seems to be, in fact, a catch all for all questions neither positive nor negative.

Table 4 lists the twenty-five questions on the questionnaire and the category in which each was placed.

Category Designation of Questionnaire Items

Positive	Negative	Not Applicable
3	1	6
5	2	10
7	4	12
8	11	18
9	14	21
13	17	22
15	23	
16	25	
19		
20		
24		

TABLE 4

A SPSS program was written to combine the eleven positive and eight negative questions into a value "SUM" for each case. The values for the eight negatively worded questions were converted by using the equation $y = (11-x)$, in the same program.

The program then converted the variable "SUM" into one of the forms in Table 5 depending on which sub-file the case under consideration by the computer was located. The computer then determined a series of statistics for each form of the variable "SUM." These are found in Annex F.

Conversion of Value Sum

Variation of SUM	Sub-files Included
SUM 11	PR-11, PR-12
SUM 21	PR-21, PR-22
SUM 12	PO-11, PO-12
SUM 22	PO-21, PO-22
SUM 213	PO-13
SUM 223	PO-23

TABLE 5

It appeared from the statistics obtained, that there had been no significant change in the attitudes of the group which had received the Highway Patrol presentation. The group mean before the presentation was 4.278 (SUM 11), and after, it was 4.129 (SUM 21). This is a difference of only 0.129 on a ten-point scale. The control mean went from 3.904 (SUM 12) to 4.028 (SUM 22). A change of -0.178. As one professor remarked, "This is less than the width of a pencil mark on a questionnaire." The values were both much less than the tolerance exercised in transfering the data from questionnaires to computer cards.

To confirm whether or not the study had detected any change in attitude, a statistical test was undertaken.

A paired difference test was accomplished using the statistics in Annex F. The sum of the differences in the control and test groups were used as the difference value.

	SUM 11	4.278		SUM 12	3.904
-	SUM 21	4.129	-	SUM 22	4.028
		0.149			- 0.178

$$\bar{d} = 0.149 - (-0.178) = 0.327$$

This value was divided by the sum of the standard errors for each of the variations of SUM used in determining the value of $\bar{d}$.

	Standard Error
SUM 11	0.164
SUM 12	0.118
SUM 21	0.210
SUM 22	0.126
Total	0.650

$$z = \frac{0.327}{0.650} = 0.495$$

Using Mendenhall's Introduction to Probability and Statistics, Appendix II,[6] it was found that this value corresponds to a normal curve area of 0.3758. Subtracting from 100 gives a 62.42 per cent possibility that there is a significance in the difference in the two groups. This is much less than necessary to support the hypothesis that a change was caused in the test group's attitudes by the CHP presentation.

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[6] Mendenhall, William, Introduction to Probability and Statistics. Belmont, Calif.: Duxbury Press, 1971. p. 416.

IV. CONCLUSIONS AND RECOMMENDATIONS

The results indicate that the CHP High School Program had no effect on the attitudes of the high school students in the experimental groups. It must be remembered, however, that the two schools in this study, were located in reasonably affluent areas of the Monterey Peninsula, and that the attitudes of the students, as measured by the questionnaire, were somewhat positive in the beginning. If this study had been conducted in a Los Angeles slum or in a Mexican-American area of the Salinas Valley, the results might have been different. The results do indicate that the questionnaire is quite reliable, so perhaps it could be used in one of these areas effectively.

The possibility of a long-term study of what variables influence driving habits should be investigated. The results of the questionnaire, and numerous discussions with faculty members at the Naval Postgraduate School, indicate that attitudes toward laws and law-enforcement officers, probably are not the main forces influencing the driving habits of the average citizen. A long-term study using criteria such as: traffic citations received, traffic accidents involved in, etc., might be able to develop a basis for an effective accident prevention program. It is realized that this would be a costly program, and it is hoped that the State might someday undertake such a study.

ANNEX A: OFFICER TRAINING MATERIAL

General Questions and Answers.[1]

A Study of Human Nature.[2]

Suggested Reading.[3]

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[1] High School Information and Education Program: Department of California Highway Patrol (For Department Use Only), 1971, Annex A.

[2] Ibid., Annex D.

[3] Ibid., Annex E.

CALIFORNIA HIGHWAY PATROL

HIGH SCHOOL INFORMATION AND EDUCATION PROGRAM

GENERAL QUESTIONS AND ANSWERS

QUESTION NO. 1

Why did you join the Highway Patrol?

ANSWER

I thought it would be, and it has been, a very interesting job. You never get bored. I enjoy meeting and working with people. I like to help people and there are many opportunities to do that. It is a very rewarding job; not just in money, although the salary has always been good, but it is more than that. You know you have done something to help your fellowman at the end of the day. Part of my purpose in being here today is eventually recruiting some of you young men into the California Highway Patrol.

QUESTION NO. 2

What are the differences between the police department, sheriff deputies, and the California Highway Patrol?

ANSWER

The Highway Patrol's primary purpose is to insure the safe movement of traffic upon our highways. Our efforts are directed toward assisting the motoring public in the proper use of our highway system. The city police and county sheriff deputies may, as one function of their departments, maintain a traffic division. They both have control and investigatory powers over all crimes, such as robbery, murder, assault, drugs, vice, etc.. We are recognized throughout the world as specialist in the traffic field; we are traffic officers.

QUESTION NO. 3

What is required to join the Highway Patrol?

ANSWER

You must be 20 years and 6 months old to take the examination, but you must be 21 years old before you may actually report for duty. Height--5 feet 9 inches; weight proportionate to your frame. Must be in good health with no major physical defects. A high school graduate or able to pass the GED test. The young

men entering our Academy have already successfully passed an extensive screening process which includes a 3-1/2 hour written examination, an oral interview with a panel of three members, a physical agility test, and a physical examination by a qualified physician.

QUESTION NO. 4

What training does a California Highway Patrolman receive?

ANSWER

Upon entry into the Patrol he is given 16 weeks of extensive training at our Academy in Sacramento. When he reports to his first assignment, he is given 30 days orientation type training with an older experienced officer. Approximately every two years, he is returned to the Academy for a refresher course. Many of our men attend college during their off duty hours working toward various degrees to become even more proficient in their field. Many of our officers attend special schools, such as determining speed from skids, motor-cycle training, community relation classes; these may depend in which phase of the work the officer wishes to specialize.

QUESTION NO. 5

Why do you wear a gun?

ANSWER

It is a part of our uniform. The Vehicle Code requires that each highway patrolman receives training in the use of firearms (Sec. 2263). They are required to participate in a monthly revolver training session; those displaying an excellent rating will be issued a medal to wear on their uniform. The revolver is a defensive weapon. It is for your protection as well as mine!

QUESTION NO. 6

Do you have a quota system?

ANSWER

No, but we have standards of acceptable performance. The number of citations a man writes during his shift is only one element of his job; sometimes it is the only element the public sees. Other factors considered are: number of enforcement stops, assisting motorist, administering first aid, accident investigation, directing traffice because a signal does not work, number of miles driven, and appearing before this group; all of these and many more may be included in one officer's day. The Department looks at the total performance of the man, not just one segment of his work. An example: Let us say a man wrote 12 citations in a day and on the average it took him 10 minutes to write each one. That only accounts for two hours of his eight hour day. No, we do not have a quota system.

QUESTION NO. 7

What would you do if you caught someone riding a mini-bike on the roadway without a license and they were not old enough to obtain a license?

ANSWER

Let us use an example, say a 10-12 year old boy. The first time I would explain to him thorougly why he should not be out on the highway. Explaining to him the hazards involved, other motorists not seeing him, his misunderstanding what is required of him as a driver, and the equipment required on a vehicle to be operated on the highway. I may take him to his home, if it is near, and explain the same situation to his parents or an adult in the family. The second time that I stopped the same person or the same mini-bike, I would probably issue a citation.

Many of these mini-bikes are designed to be used on open land or private property and are not equipped to be driven upon the street or highway. The laws regulating these young people and their vehicles are designed to protect them from injury and possible death.

QUESTION NO. 8

When may the officer search my car?

ANSWER

Basically, there are four times when an officer may search your vehicle.

a. With a search warrant. This is when the officer has signed an affidavit before a judge and the judge has issued an order to the officer to search for certain items.

b. With your consent. When he asks for and receives your permission.

c. Incidental to an arrest. When an officer makes a physical arrest he may search the individual for weapons and items connected to the arrest. He may also search the vehicle for items connected to the arrest.

   Example: If an individual were arrested for drunk driving, the officer could search the vehicle for evidence of the crime of drunk driving.

d. Probable cause to believe the vehicle contains contraband.

   (1) Contraband being anything that is illegal to possess, i.e., narcotics without a prescription, or beer by a minor (under 21 years).

   (2) Probable cause is something more than a "hunch" or "suspicion" that an individual or vehicle contains contraband.

Example: An officer stops a vehicle for a taillight out. This being a violation for which the driver might be warned, but when the officer contacts the driver he smells the odor of beer and the driver is under 21 years of age. The officer then has probable cause to search the vehicle for beer. This search may be done without permission and even on the objection of the driver.

QUESTION NO. 9

Is it against the law to hitchhike?

ANSWER

Yes and no. (Location.)

Yes, on the freeway if you pass the sign placed at the entrance to the freeway, it is illegal.

Yes, on the roadway which is the main traveled portion normally used for vehicular travel. (21957 CVC.)

No, standing on shoulder or sidewalk of highway; if street has curbs you should be on the curb or sidewalk. (This may change. The last two years there has been legislation to restrict hitchhiking even further.)

QUESTION NO. 10

Why don't patrolmen give more warnings?

ANSWER

Most of the patrolmen give twice as many warnings as they do citations. Certain violations, because of the hazards involved, do not warrant a warning. Some drivers have bad habits in their driving which can only be corrected by the citation method.

QUESTION NO. 11

Why do California Highway Patrol officers work in town?

ANSWER

As a general rule we are assigned outside of the city boundaries, but the officer is not required to close his eyes to violations in the cities. Most of our offices are located in the city and if while en route to his assignment he observes a violation, he is expected to take some form of enforcement action. Our authority does not stop at the city boundary lines.

QUESTION NO. 12

I thought the CHP only had authority on the freeways?

ANSWER

In some of our areas the officers are assigned to freeway patrol only. In certain areas we have the responsibility of freeway enforcement as it transverses a city, and many of our city dwellers only see our officers on the freeways. In our rural areas the California Highway Patrol has the responsibility of traffic law enforcement and accident investigation on all highways, including freeways, outside of incorporated cities.

QUESTION NO. 13

Do you receive riot training?

ANSWER

Yes. The Highway Patrol, because of our mobility and being spread throughout the state, can respond very quickly to a disastrous situation or a civil disturbance. Our primary function in a riot is to assist the local law enforcement agency.

QUESTION NO. 14

What age group is involved in drunk driving most often?

ANSWER

Statistics show that young people 24 years of age and under comprise the largest group involved in drinking driver (23102a CVC) violation and accidents.

QUESTION NO. 15

Why does DMV allow elderly people to drive?

ANSWER

This may depend on what you mean by elderly--over 30? Let us say over 70. Some people are still very active and alert at this age so there is no specific age when you cannot obtain a driver's license. It is based more upon the individual's mental and physical abilities. The Department of Motor Vehicles is able to restrict licenses and also to require yearly examinations; these are the types of controls placed upon the elderly.

QUESTION NO. 16

What is a concealed weapon?

ANSWER

Any firearm with a barrel less than 12 inches concealed upon a person or in a vehicle under his control.

QUESTION NO. 17

Why do the officers dislike people with long hair?

ANSWER

It is not the long hair "per se" that attracts a law officer's attention, but rather some illegal activity or the officer reasonably believes that certain actions are about to happen. The officer draws from his experience and training, and usually does not identify with long hair on his initial move to take some enforcement action. Many of the officers are letting their hair grow longer, and some departments are relaxing the strict "crew cut" or "flat top" hair style.

QUESTION NO. 18

How come policemen pick on young people so much?

ANSWER

When a policeman stops an automobile for a law violation it is very hard to determine if the driver of the car is a young person, especially at night or when the patrol car is to the rear of the violator. I live in a quiet residential neighborhood, but once in a while I will hear a car spinning its rear wheels. Invariably I'll look up at the driver. Ninety-nine out of one hundred will be a young person and probably that person is showing off to a friend in his car. You students in school hear this continuously around your school. Look at the driver, it's always a teenager, isn't that right? You know it is. Looking at accident statistics we find that young people driving high powered cars have much more than their share of accidents. We don't pick on young people, but when they, as well as adults, break laws we stop them and we will write them citations. This is our job; this is what you pay us to do.

QUESTION NO. 19

If policemen don't pick on people then why do they need guns and clubs?

ANSWER

I wish that we did not need to carry guns and clubs. It would be nice if everyone in this country respected other people's rights, but unfortunately they don't. It is impossible to pick up a newspaper and not read of a murder or crime of violence and a great amount of these crimes are aimed at law enforcement people trying to protect your rights and lives. Once in a while an officer gives up his life trying to protect a citizen's life. I don't want to have to give up my life. I have a family at home and I want to go home at night. My chances are considerably better of doing this if I'm on equal terms with a criminal carrying a gun.

QUESTION NO. 20

My brother has a "G.T.O." with big wheels, etc.. He always obeys the law, yet he's always getting stopped by the police. The only reason we can figure is because he's got a hot car and he's young.

ANSWER

I really don't believe that your brother is getting stopped because he is young. An officer can only stop a vehicle for a violation of the law. Now let's look at the car he drives--a powerful "G.T.O" with all the goodies; big motor, big wheels and loud pipes. Do you think that an automobile that looks like your brother's might make people notice it? I think the intent of the owner of a car such as his is to make people notice it, and you can be sure people do look at it. When that person breaks a law in that car, that broken law stands out like a sore thumb. I think that is the reason that your brother is being stopped so much.

QUESTION NO. 21

I received a citation for 75 in a 70 mile zone; doesn't the Patrol allow any tolerance?

ANSWER

Yes, a tolerance is allowed for mechanical deviation, not only for speed violations but for any violation where some mechanical device is needed, such as a scale or tape measure. These devices are necessary for the officers to make a valid judgment.

We must be sure to understand that tolerance is given for the possibility of mechanical error and not an arbitrary allowance for "good guys."

To assure accuracy of the patrol cars' speedometers, a calibrarion is made a minimum of once every 90 days or 20,000 miles, whichever comes first.

CALIFORNIA HIGHWAY PATROL

HIGH SCHOOL INFORMATION AND EDUCATION PROGRAM

DRUG QUESTIONS AND ANSWERS

QUESTION NO. 1

Is a person driving a car under the influence of marijuana as bad as the drinking driver?

ANSWER

First of all, it depends of course, on the extent of the influence. A person under the influence of marijuana very often hallucinates and his sense of time, distance, and hearing is affected to a much greater degree than that of a person under the influence of alcohol. When a person's sense of distance is affected, this has a tremendous detrimental effect on his ability to drive an automobile. Also, the effects of alcohol are more predictable than the effects of marijuana.

QUESTION NO. 2

How do "reds" (secobarbital) affect you?

ANSWER

Secobarbital has many of the same effects as alcohol. It is a central nervous system depressant. The person under the influence of reds will experience mental confusion, poor muscle coordination, and at certain stages, irritability. A person's attitude has a great deal of effect on his driving behavior. There is no room for irritability or mental confusion in driving. Combining drugs, particularly barbiturates, and alcohol are particularly dangerous.

QUESTION NO. 3

Are "reds" really dangerous and are they addicting?

ANSWER

Any drug is dangerous when it is abused or taken for a purpose for which it was not intended. Barbiturates are physically addicting. As a matter of fact, withdrawal from barbiturates is more hazardous to the health and more likely to result in death than withdrawal from heroin.

QUESTION NO. 4

What do the amphetamine drugs do to you?

ANSWER

The amphetamine group consists of drugs which are classified as stimulants. Some of the effects of these drugs are fatigue and depression, which occur as the drug is wearing off. A person also experiences decreased ability to concentrate, irritability; he becomes hyperactive (overly active), and sometimes experiences hallucinations. Obviously, a person should not drive an automobile in this condition. Under the influence of amphetamines a driver could over react or be incapable of performing physically or mentally in operating an automobile.

QUESTION NO. 5

How does heroin affect a person?

ANSWER

Heroin is a depressant. It causes a person to become sleepy, drowsy, and unable to coordinate. He will experience euphoria which is a state of extreme well-being; nothing bothers him. Such a condition would certainly affect a person's judgment in any given situation. Heroin also causes dimness of vision. Specifically, the person under the influence of heroin feels real good; nothing bothers him, and he does not see real well. Should he drive?

QUESTION NO. 6

Are there as many people arrested for being under the influence of drugs and narcotics as there are for being under the influence of alcohol?

ANSWER

No. At the present time alcohol still seems to be a greater problem than drugs as far as driving goes. However, the incidence of driving and drugs has been increasing over the years, particularly with young people. (Statistics will be passed out to the I & E class.)

QUESTION NO. 7

Does the CHP run into as many drugs and narcotics problems as the police departments and sheriff's departments?

ANSWER

We do not have specific statistics as to number of arrests by department. Our duties and responsibilities are different from those of police departments and sheriff's departments. Our primary responsibility is in the field of traffic safety. Looking at it in this regard, we are experiencing increasing incidence of drug related traffic accidents. I do not know if drug related accidents exceed the murders, suicides, rapes, burglaries, etc., investigated by other departments.

QUESTION NO. 8

In what ways do you think we could help solve the drug and narcotic problem?

ANSWER

You can begin, of course, by not experimenting with drugs yourself. Secondly, you can substitute more wholesome constructive activities. You can find more useful ways to produce a high; you can become involved with your community. Your community may be the school you attend, school and outside activities, or it may be your entire community. A feeling of accomplishment produces a tremendous high. No one needs drugs or alcohol to produce a high. Drugs are not even a good escape or cop-out. Take some of your friends along on this trip.

QUESTION NO. 9

What can happen to you if you get arrested for pot?

ANSWER

Your case would be referred, most likely, to the juvenile authorities and handled by them according to the extent of your involvement. One of the things to consider is the effect that your involvement in such a situation would have on your future, and of course, you should consider the feelings of, and effects to your family. In certain situations the Department of Motor Vehicles is required to suspend your driving privilege if you are convicted of drug violations.

QUESTION NO. 10

What is your opinion on drugs?

ANSWER

Regarding driving and traffic safety, drugs, including alcohol, have no place. I might extend this to pedestrians also. It is estimated that nearly one out of ten pedestrian victims is under the influence of alcohol or drugs.

QUESTION NO. 11

If your friend takes drugs, can you be arrested for being with him?

ANSWER

Yes. It is unlawful to be in a place where narcotics are being used.

QUESTION NO. 12

What do you do to a person who has been taking drugs?

ANSWER

A juvenile who is arrested for taking drugs would be released to the juvenile authorities and his case handled by the probation department.

QUESTION NO. 13

What is the difference between being drunk and under the influence?

ANSWER

Drunk is defined in the dictionary as being overcome with alcoholic liquor. With regard to driving an automobile, under the influence is defined as being unable to drive a vehicle in a manner of that of a person who has not been drinking. With regard to the driving of a car, the concern is not with being drunk or intoxicated, but with being under the influence. This applies to drugs as well as alcohol.

QUESTION NO. 14

How do you determine whether a person is drunk or under the influence of drugs?

ANSWER

There are chemical tests of course. However, it is necessary that an officer be able to tell the difference when he stops the driver. Experienced officers through their training and experience are capable, in most cases, of determining the difference.

QUESTION NO. 15

When you are stopped for any violation, what is it that makes CHP officers suspect and search for drugs?

ANSWER

The person's actions, speech, physical appearance, attitude, etc.. Perhaps, the manner of driving has given some clue to drug involvement. There may be visible signs of the presence of a drug or the odor of a drug familiar to an officer.

QUESTION NO. 16

Can CHP officers arrest people for drugs in a vehicle or in a home?

ANSWER

Yes.

QUESTION NO. 17

Does a person drive a car like he is drunk when on drugs?

ANSWER

Yes, however, we cannot really classify drunk driving behavior as one specific type of driving behavior. A person under the influence of alcohol characteristically drives in a different manner according to how much he has had to drink. Similarly, a person's driving behavior while under the influence of drugs depends first of all on the type of drug and the amount of the drug he has taken.

QUESTION NO. 18

How many arrests are made by the CHP for drugs every year?

ANSWER

(Arrest statistics will be passed out to the I & E Class.)

QUESTION NO. 19

Why do you yell about the people who take dope and other things?

What do you get when you pick up a boy or girl on dope?

ANSWER

Some feeling of dismay, but not the feeling of dismay and hopelessness I get when I pick up a dead or badly injured boy or girl who has been involved in an accident caused by dope.

QUESTION NO. 20

Why can't we take pills; it's our life, not yours?

ANSWER

It is true that your life is yours; however, there is no person whose life and actions in life do not affect others; strangers as well as loved ones. Everyone, young and old, requires guidance in making it through life.

QUESTION NO. 21

Can I, or anyone else, be arrested while driving a vehicle while taking drugs of some type that have been prescribed by my family doctor? Such as amphetamines for diet purposes?

ANSWER

The person may drive while taking drugs if the drug does not cause a person's driving to be affected. Doctors will warn persons when prescribing drugs if they should not drive when taking the drug. If your doctor does not give you such a warning, be sure to ask him if it is safe to drive when taking the drug. It is possible that a doctor could forget to give such a warning. You would certainly not want to inadvertantly become under the influence and cause a serious accident. It is unlawful to drive under the influence of a prescribed drug.

QUESTION NO. 22

Why do they make so many drugs available if they are dangerous?

ANSWER

All drugs that are legitimately available are dispensed for good reason and the ones that can be purchased in a drug store without a prescription carry a warning as to their effects on the container. A person should not take a drug except for health reasons. Drugs are not made available for experimentation or abuse.

QUESTION NO. 23

Do you have the right to search a car without a search warrant if you observe a narcotics violation?

ANSWER

Yes. This is a felony violation and the search of the person and vehicle may be made incidental to an arrest. An officer may also search a vehicle if he has probably cause to believe that the vehicle contains narcotics.

CALIFORNIA HIGHWAY PATROL

HIGH SCHOOL INFORMATION AND EDUCATION PROGRAM

A STUDY OF HUMAN NATURE

TOPICAL OUTLINE

I. Human Nature

A. Human nature is constant (Physical-Nature).

II. Ego

III. Communication

A. The largest single factor in the breakdown of interpersonal relationships.

B. Factors of communication.

C. Citizens' complaints.

IV. Explosive Words and Phrases

A. Power of words.

B. Meanings of words.

C. Speech, Officer's primary instruments.

D. Stereotyping - avoid.

E. Epithets.

F. Testimonials.

G. Barrier builders.

V. Prejudice

A. Pre-judgment without sufficient facts.

B. Prejudice can be overcome through total understanding.

VI. Human Relations

A. Effective relationship between individuals.

B. Foundation of program, human relationships.

C. Barriers to effective relationships.

VII. Community Relations

A. Effective relationship between the Department and the public that it serves.

B. Good public relations is the channel to accomplish Departmental goals.

VIII. Community Relations

A. Effective relationship between the Department and specific groups that comprise the community.

B. Law enforcement can only be effective by being fair, firm, impartial, and unprejudiced.

IX. Why Do People Act the Way They Do?

A. Heredity.

B. Learning.

C. Environment.

D. Experience.

X. Traffic Stops; Minority Group Members

A. Prejudice.

B. Hostility.

XI. Ethnic Groups

A. General information.

B. Effective policing.

C. Principles in minority group relations.

XII. Summary

CALIFORNIA HIGHWAY PATROL

HIGH SCHOOL INFORMATION AND EDUCATION PROGRAM

A STUDY OF HUMAN NATURE

LESSON PLAN

I. Human Nature

A. What is Human Nature?

1. Whenever a man does something which challenges a rational explanation, we often answer, "that's human nature."

a. Easy way out; to gloss over something. We may not have the truth, or we won't be required to face the truth.

2. You may say that people do certain things because it is human nature. It is a natural disposition. Up to a point this may be correct, but nothing could be further from the truth.

a. To war is human nature?

b. Murder, and lesser types of violence is human nature?

c. To hate someone because he looks different than you? No, it's not natural . . .

3. Human Nature--Physical Nature--Animal Instincts. These answers are probably closer to the truth.

4. Human Nature is very constant; it has not changed since the beginning of time. The differences come from outside influences. Environment has a tremendous effect on human behavior patterns.

II. The Ego

A. We have some basic needs, physical, social, egotistic!

B. Human nature has one basic need; the need to feel important.

C. The ego is a person's "self." It is his inner-most being and has tremendous personal value. There are not two alike.

D. It includes what and how a person sees, hears, does, and his desires.

1. You must recognize yourself, your weaknesses and strengths.

2. Attempt to make adjustments so you can successfully manage your public contacts.

E. We usually deal with people when their ego is at its lowest point.

1. Consider the violator you have just stopped. He feels very unimportant at that moment.

2. You attack his ego when you turn on the red light.

F. We must develop more skill at dealing with his ego than most other professions.

1. No one admits he is a bad driver, but in effect you are telling him that he is a bad driver when you stop him.

2. No person really enjoys criticism, even constructive criticism.

3. No person likes to be told that he is not the world's best driver!

G. For some people, the only status symbol they possess is the car they are driving, and their ability to drive it.

1. Along comes the patrolman who sticks a pin into their ego, and lets all the air out.

III. Communications

A. The single, largest barrier in human relations is communications.

1. The biggest breakdown in communications is in listening.

2. There are two types of listeners.

a. Active--much interest; necessary for proper communications.

b. Passive--no interest in subject.

B. Factors of communication (4)

1. Source--who says it.

2. Channel--how conveyed; written, verbal.

3. Message.

4. Receiver.

a. One of the most unreliable forms of communication is verbal; the passing on of a story by word of mouth. It can be distorted beyond recognition.

C. The Department has a listening policy regarding citizens' complaints.

1. The policy is that every complaint shall be acknowledged, investigated and reported.

a. Objective--to improve Departmental operations and to gain the support of the complainant.

b. Corrective measures to be taken, or to clear the member.

c. We take care of our own problems.

IV. Explosive Words and Phrases

A. Power of words.

1. If you hear words of praise, or consoling words of sympathy, you may not be able to describe it, but you know the power of the spoken word.

2. I am not going to tell you what words to use. You decide! It may sound like a list of no-no's.

3. Words can be used to build up or tear down.

a. Officer's choice of words is very important and should tend to build up.

b. Violator's choice of words may be in the form of an attack toward the officer, or tear down. (Rationalize.)

B. Meanings of words.

1. Linguistic experts, such as S. I. Hayakawa, distinguish between two types of meanings.

a. Denotation (denote)--strict definition of the word; the actual meaning.

b. Connotation (connote)--all the ideas suggested by the word or term; implication or hinted meaning.

c. "Pigs"--are beautiful.

(1) Domesticated mammal raised by farmers to supply us with pork, bacon, ham and lard, etc..

(2) Arouses personal feelings; ugh, dirty, evil smelling creatures.

(3) When people call law enforcement officers a "pig" they are using the (#2) affective connotation.

C. Officer's primary instrument is speech and he should become word-conscious and more precisely, meaning conscious.

1. Words can help ease a crisis or cause it to get out of hand.

2. Speech is largely a matter of habit; one careless moment may cause problems to develop.

D. Stereotyping--Avoid.

1. What is stereotyping?

a. Exaggerates certain beliefs associated with a category.

b. Purpose; to rationalize (justify) our conduct in relation to that category.

c. May be partially true.

2. Social Scientists have studied the stereotypes of various minority groups.

a. Jewish people (Professors Bettelheim and Janowitz).

(1) 150 veterans interviewed for their views on the Jewish people.

(2) Generally, the veterans felt they are clannish, money-hungry, industrially powerful, underhanded in business and tightfisted.

b. Kimball Young, a Negro sociologist, surveyed his students along the same line and found the students believed:

(1) Negroes are mentally inferior, morally primitive, emotionally unstable, overbearing, lazy, boisterous, religious fanatics, gaudy dressers, given to crimes of violence with knives and razors.

c. Take a survey of other groups--Germans, Irish, Italians, Polish--you would see they are all stereotyped.

3. Another form of stereotyping is vocational or occupational.

a. Puerto Rican--bus boy.

b. Negro--maid or shoe shine boy.

c. Italian--barber, shoemaker.

d. Jewish--tailor.

e. Chinese--laundryman.

4. Policemen must be aware of the dangers of stereotyping; recognize them and attempt to overcome those frozen images he might have.

   a. Police are also stereotyped.

      (1) "Big," "Dumb," "Flatfoot," "The reason you're a cop is because you can't make a living any other way."

E. Epithets--descriptive word or phrase; may be either complimentary or uncomplimentary.

   1. Down grading substitutes for the names of national, religious, and racial groups.

      a. Italians--dagos, wops.

      b. Spanish speaking Americans--spics, wetbacks.

      c. Catholics--mackeral snappers.

      d. Jews--kikes.

      e. Negroes--darkie, nigger.

      f. Caucasians--anglos, honkies, oakies, whitey.

      g. Mongoloids--chinks, gooks.

      h. Irish--paddies (paddywagon).

F. Testimonials--Definition: All encompassing praise for a group as a whole; may be resented by individuals in the group.

   1. All Negroes are good atheletes, entertainers, comedians, etc. All Hawaiians are good swimmers and all Japanese--Judo experts.

   2. The individual is denied his identity.

   3. Backhanded compliments.

      a. "Your're just as good as I am."

      b. "Some of my best friends are Italian."

      c. The speaker feels he is superior to the listener.

G. Barrier builders--items which block communication.

   1. Policemen can build the wall or add to the wall.

      a. "You people," "Your kind," "You all," "You Puerto Ricans," "Those people."

b. I and you should be replaced by we and us; we all have much in common. We should tear down barriers and emphasize our similarities.

c. During World War II propaganda was based on differences.

2. Courtesy is the biggest barrier-breaker we have. It also builds good relationships. (The reverse is true; discourteous treatment will build a wall.)

a. Modes of address.

(1) Proper titles.

(a) Ladies, gentlemen, madam, miss, sir, doctor, etc..

(2) Improper forms of address.

(a) You, Hey you, Mack, Jack, Sambo, etc..

(b) Young adults--not Kid, boy, girl; these place labels of immaturity, inferior and shows they are ineligible for personal respect.

(c) Addressing a stranger by first name. He does not know yours and should not be used unless you want him to respond that way.

(d) Referring to a woman as dear, sweetie, honey, doll, etc.; this is a breach in etiquette. (Would you like to hear your wife, mother or sister addressed in this fashion?)

(e) Most policemen do not like to be called "Hey cop," "Fuzz," or "Chippee."

3. Humor--jokes or funny stories.

a. We have all heard numerous Italian, Polish, Jewish and Negro jokes. Some people laugh, others cry.

b. They should be avoided; usually offensive to someone.

4. Profanity--vulgarity.

a. Strong barrier builder.

b. No place in a professional group.

(1) Sign of immaturity.

(2) Staff and supervisors will attempt to correct this problem if you have it.

V. Prejudice

A. Definition--prejudgment without sufficient facts. A feeling, favorable or unfavorable, toward a person not based on facts.

1. We are not born with hatreds. It is not natural, but rather a product of learning.

2. If you cannot honestly suppress any feelings of racial hostility, you are in the wrong business.

a. Can you take abusive treatment, language, etc.?

b. Can you take discrimination?

3. Do not generalize. In other words do not categorize people by virtue of their race or religion.

4. Each person should be treated as an individual and not as a member of any race or special group.

B. Prejudice can only be overcome through total understanding; knowledge of the facts.

1. Prejudice is synonymous with ignorance of the facts pertaining to something specific.

2. Learn something about the people you are going to be working with.

3. You may be surprised to learn that the police are numbered among the victims of prejudice.

a. Many people are ignorant with regard to your job.

(1) Cadets ignorant of job at this point.

(2) Some people are prejudiced against police.

b. You will be very closely watched and have practically no private life.

c. You gave up the right to act spontaneously, even while off duty, when you became a policeman.

d. Definition of police brutality: Force, language, improper attitude.

VI. Human Relations

A. Effective relations between individuals.

1. People have (all people):

a. Nerves and feelings that shatter.

b. Pride that can be injured.

c. Hopes and dreams that can be realized.

They are just like you, therefore, the "Golden Rule" should be considered.

2. Human relations start at home (breakfast table).

a. This carries over to your work at the office.

b. From the office it carries over into field operations.

B. The total community relations program is based at the level of of human relationships.

1. Relations between individuals.

2. "Personal" treatment--even by large company.

3. Personality differences.

a. Differences must be recognized and considered.

(1) Recognize your own personality and work through it.

b. Learn to get along with people. Everything else you may know is useless unless you can.

(1) Recognize personality traits in other people and your job will be easier.

C. Barriers to effective relationships.

1. Fear.

2. Jealousy.

3. Prejudice.

4. Lack of confidence.

5. Selfishness.

6. Incompetence.

VII. Public Relations

A. Effective relationships between the Department and the public that it serves.

1. Limited by the degree of human relations accomplished.

2. Each officer's responsibility.

B. Good public relations is the channel to the accomplishment of Departmental programs.

1. We can only be as effective as the public will allow.

2. We cannot function without public support.

a. Legal.

b. Moral.

c. Financial.

3. We (CHP) may be considered a special interest group.

C. Four types of public relations.

1. Sustaining--day to day.

2. Preventive--explaining new laws.

3. Remedial--rectify bad occurrence.

4. Strategic--special enforcement.

VIII. Community Relations

A. Effective relationship between the Department and specific groups that comprise the community.

1. Not limited to racial or ethnic relations.

2. Examples of specific groups.

a. Professional--doctors, lawyers.

b. Special interest--loggers, skiers, fishermen.

c. Students.

d. Military--branches of service, reserves, National Guard.

e. Allied agencies--firemen, police, sheriff.

f. Religious and fraternal organizations.

3. However, our main concern is with those groups which tend to divide society or dwell on our differences.

a. Ethnic.

b. Racial.

c. Dissident.

B. Law enforcement can only be effective by being fair, firm, impartial and unprejudiced.

1. Everyone treated alike regardless of group affiliation.

2. Deviation--may be basis for punitive action.

IX. Why Do People Act the Way They Do (basically two schools of thought)

A. Heredity--transmission of certain characteristics from parent to offspring.

1. Born with it. Not the total answer; many believe in this principle.

2. The social meaning of our physical bodies (without question a product of heredity) is very important: The case of the person born with a physical deformity; minority group members who find that heredity makes a big difference in their lives.

a. It is not the deformity or the skin coloring "per se" that is the direct cause of behavior. Their behavior is simply a reaction to the way others perceive them.

b. The dwarf who is stared at by adults; pointed and laughed at by children.

B. Learning

1. It is generally agreed among psychologists that the first five or six years are the most important in a child's development.

2. The child's most importnat teachers during this period are those who are about him most of the time; mother first, then father, brothers, sisters and finally peer group.

3. Important early learnings are about attitudes; an attitude is how you feel about something. It is an orientation either toward or away from a person, place or thing.

a. Attitudes are very difficult to overcome. (Not impossible.)

4. A child can learn attitude without being verbally taught.

a. How the father reacts when arrested or receives a citation.

b. The mother who grasps her child's hand and pulls him aside, away from an approaching Negro, putting as much distance between them as possible. All this without a word being spoken.

X. Traffic Stops; Minority Group Members

A. There are two considerations when dealing with minority group members.

1. Prejudice is used as rationalization for the stop when apprehended. If he can make himself believe this, he can replace any guilt feelings.

a. However, even if he does not believe this, he is more likely to place you in a defensive position, obtaining lighter treatment. If it works, he will try it again.

2. Hostility: Minority group members sometimes are trained either directly or on a nonverbal level, to be hostile towards authority.

3. In all fairness to our Negro and Mexican officers, you should realize that the same methods of intimidation will be used against you by some of the white populace.

XI. Ethnic Groups

A. General Information

1. Although newspapers are full of news on racial strife and disturbances today, there is nothing new about the problem.

2. The absorption of racial and national groups, such as Italian, Mexican, Negro, Puerto Ricans, Jews, Irish, or any number of others, has been accompanied by conflict during the entire development of our country. Even the first pilgrims did not get along with each other. First family--one brother killed the other.

3. Mass population movements during the war, because of labor shortages, and the environmental changes that accompanied these moves, created tense situations and actual violence between different racial, religious or national groups.

4. The competition for jobs, housing, recreation and education led to this antagonism. These things were of lesser importance at that time because we had a common enemy.

5. Needless to say, this antagonism was, and still is, used today by professional agitators who are always trying to subvert this country.

B. Effective Policing

1. Since our primary duty is to maintain peace, some force is inevitable at large scale disorders.

2. However, our duty is not complete by just meeting violence with violence.

3. We must undertake an active program in the area of community relations. This is the best way to preclude criticism. The Department expects you to become active in your community (Resident Officer).

4. Your actions and attitudes can be a tremendous influence on citizens either in respecting the rights of others or not (off-duty as well as on-duty).

   a. In some of our southern communities people get the idea they can attack another group or individual without fear of punishment.

      (1) Unfortunately, this has on occasions proven to be true. (Deep South.)

C. Principles in Minority Group Relations

1. There are four basic kinds of discrimination.

   a. Economic--includes refusal to hire, payment of lower wages, difficulty in securing business loans, and discrimination in education.

      (1) This is considered the biggest obstacle by discrimination since economic position is basic to the achievement of higher cultural needs and to political power.

   b. Politics--if you are dealing with people who cannot vote, they can be safely ignored by legislators.

      (1) People who cannot vote cannot place any of their own group in office.

   c. Social relations. On the face of it, this does not seem like discrimination at all.

      (1) Any person can avoid associating with anyone he does not choose to associate with and this in itself is not discrimination. However, no one has the right to compel a second party from associating with a third party.

      (2) An entertainer who may wish to perform for everybody, but cannot because the theater does not admit Negroes.

   d. In Law. This occurs when governments ignore the Constitution and pass laws that hurt minorities.

      (1) During war-time the Government may act illegally knowing that the war will be over before the law can be declared unconstitutional.

(2) Example of this when American citizens of Japanese descent were interned and their property confiscated without formal accusations or presentation of evidence against them.

(3) Discrimination in law also occurs when persons who lack legal authority take the law into their own hands.

(a) This is especially significant since the legal authorities tend to smile or look the other way when this occurs.

2. Employment of minority group members.

a. Growing trend in this direction.

b. However, no person should be employed <u>because</u> of his race.

(1) The only consideration should be merit or the basis of established examination procedures.

c. Once employed they should be impartially treated with regard to assignments.

3. Contact with minority groups.

a. Though it may appear insignificant on the surface, your own individual contacts actually fit into the total picture when added to the hundreds of other contacts made daily. (1964--seven Negro communities had riots, triggered by a "police incident").

4. Impartiality--each person should be viewed as an individual and not as a member of a minority group.

a. The law should apply without regard to race, color, creed, or religion.

b. The same kind of law enforcement should be applied in minority group districts as elsewhere in the city.

c. Policies or practices which show partiality make an agency subject to charges of discrimination. It is up to all of us.

5. Press releases--newspapers have been accused and criticized for their handling of racial news.

a. They have even made a racial issue of a situation which, in fact, is not.

b. Police can fall into the same trap by unwittingly making a wrong choice of words when releasing news.

(1) Example: A man is arrested; situation described in the paper where the subject's name is given and the additional description of a Negro was added. (Local paper--P. E. instructor.)

(2) Fortunately, this sort of thing is disappearing.

6. Public relations with minority groups.

a. Normal public relation methods also apply in relations toward minority groups. (Lions, Rotary, church, appearances, etc.).

b. Talks before youth groups, religious and fraternal organizations are needed to build public confidence in the Department.

c. In the course of routine business, complaints are received; some invalid, others valid.

d. All complaints should be courteously received.

e. If after investigation the facts show a deliberate or accidental error, complainant should be made aware of this and assured that proper action will be taken, and it should be taken.

7. Minorities under American law and prejudice.

a. Our law is based on the principles of equal treatment of all citizens.

(1) Regarding each person as an individual rather than as a representative of a group.

b. Unfortunately, these principles are not always in operation.

c. Legislature and judges may be prejudiced against certain ethnic groups.

d. Or, and this is a situation that many of the nonminority groups are currently complaining about, the legislators and judges may feel that certain groups need special consideration to make up for the discriminations they suffer.

(1) In effect, this is no less than reverse discrimination; equally as bad and as dangerous as the other type. (Backlash)

XII. Summary

A. Our Department can be effective only to the extent that the public supports it.

B. Our public image can only be enhanced by implementing an effective human relations, public relations and community relations program, and not by simply paying lip service to these now popular terms.

C. And all this can be done through the medium of good communications. Keep the channels open; avoid barrier builders, select proper words and phrases.

CALIFORNIA HIGHWAY PATROL

HIGH SCHOOL INFORMATION AND EDUCATION PROGRAM

SUGGESTED READING

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ANNEX B: NAVY DRIVING OPINION QUESTIONNAIRE

TO BE READ BY THE TEACHER BEFORE ADMINISTERING THE QUESTIONNAIRES

This questionnaire was prepared by students at the Naval Postgraduate School to assess the feelings of young people about driving. The Navy is especially interested in the opinions of high school and college students, since these reflect the attitudes of men and women who will be entering the Navy, in the near future.

NAVAL POSTGRADUATE SCHOOL
Monterey, California

NAVY DRIVING OPINION QUESTIONNAIRE

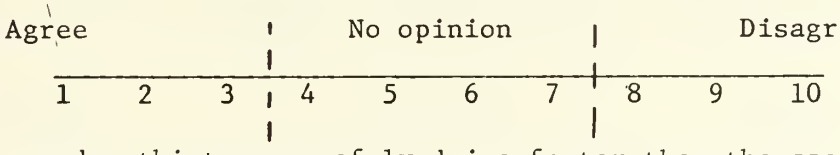
Age ___ Do you have a drivers license? Yes ___ No ___

Grade ___ Do you have your own car or can you

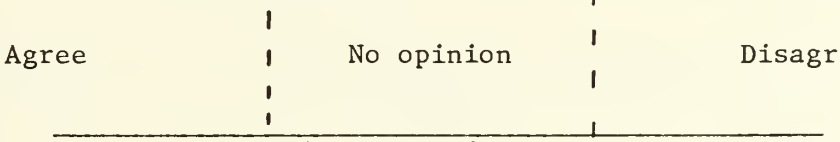
Sex M ___ F ___ drive a car whenever you want? Yes ___ No ___

Mark anywhere along the line (x) that shows how you feel about each statement.

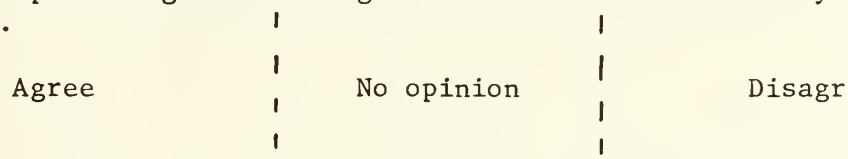
Example: The United States Navy is the best military service.



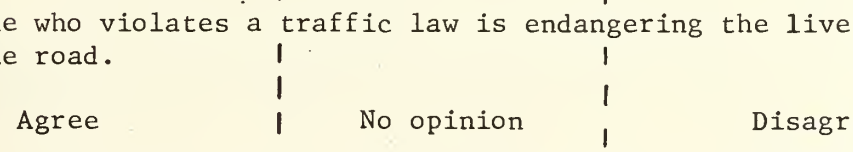
1. Drivers under thirty can safely drive faster than the speed limit, since their reflexes are faster.



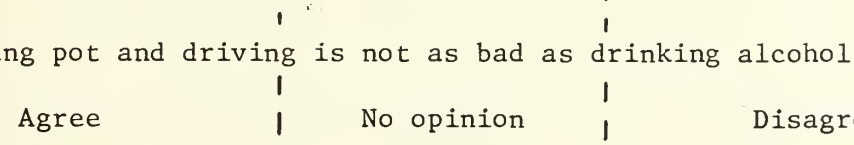
2. Most cops will give a teenager a ticket sooner than they will an adult.



3. Anyone who violates a traffic law is endangering the lives of everyone on the road.



4. Smoking pot and driving is not as bad as drinking alcohol and driving.



5. In general I like police officers.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

6. Pushing a car to the limit is a good test of skill and courage.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

7. Traffic laws are designed to allow traffic to move as fast as safety allows.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

8. Most policemen do not enjoy giving traffic tickets.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

9. All drivers should always obey all traffic laws.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

10. Motorcycle riders generally break traffic laws more often than automobile drivers.

Agree — No opinion — Disagree

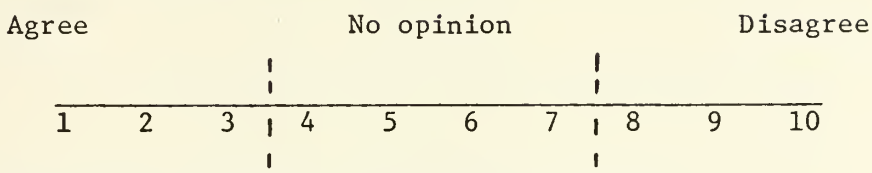
1 2 3 4 5 6 7 8 9 10

11. The guns and clubs cops carry, encourage cops to push people around.

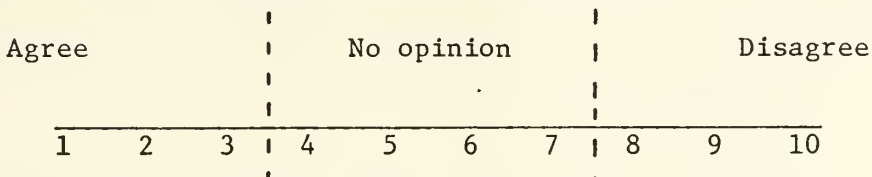
Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

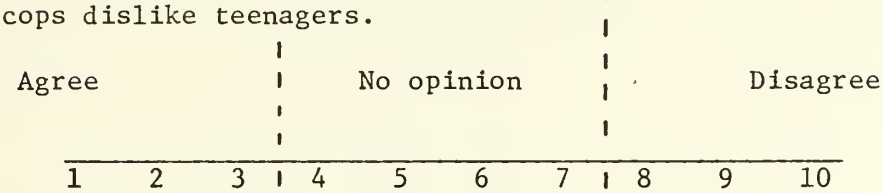
12. Most teenagers are impressed by high speed driving.



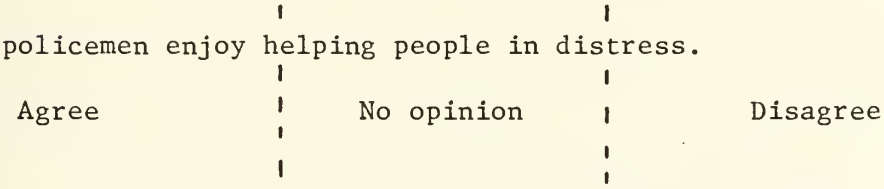
13. A cop who stops a speeder is only doing his job.



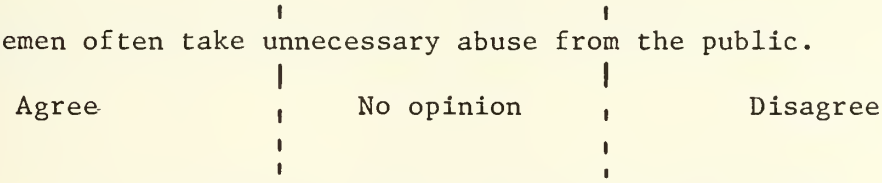
14. Most cops dislike teenagers.



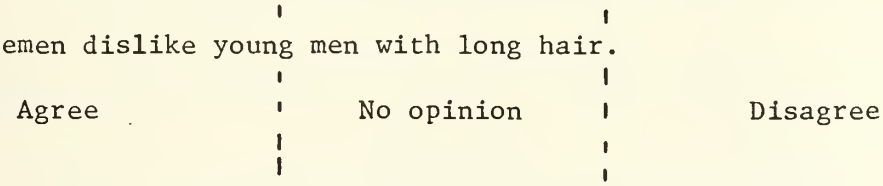
15. Most policemen enjoy helping people in distress.



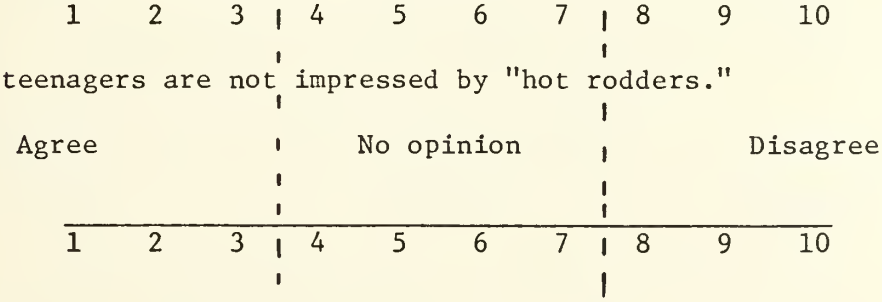
16. Policemen often take unnecessary abuse from the public.



17. Policemen dislike young men with long hair.



18. Most teenagers are not impressed by "hot rodders."



19. Most policemen do not treat blacks any different than whites.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

20. The need to show off in an automobile, is a sign of immaturity.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

21. When I'm uptight a car provides a good place to release tension.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

22. My father often exceeds the speed limit.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

23. Policemen should spend more time solving crimes and stop bothering motorists.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

24. Driving is a privilege, and those who abuse it should not be allowed to drive.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

25. Most policemen like to give traffic tickets.

Agree — No opinion — Disagree

1 2 3 4 5 6 7 8 9 10

ANNEX C: QUESTIONNAIRE APPROVAL REQUEST

29 November 1972

From: Lieutenant J. W. Orvis, USN
To: Curricular Officer, Management and Computer Science Programs
Via: (1) Professor Douglas Courtney
(2) Chairman, Department of Operations Research and Administrative Sciences

Subj: Questionnaire Approval Request

Ref: (a) Naval Postgraduate School Instruction 1520.13

Encl: (1) Instructions to students
(2) Traffic Opinion Questionnaire

1. Enclosures (1) and (2) are forwarded for approval in accordance with reference (a). The questionnaire has been developed by Lieutenant J. W. Orvis, USN, and Captain F. C. McQuigg, USMC, under the supervision of Professor Douglas Courtney.

2. The questionnaires are to be given to junior and senior students at Monterey and Pacific Grove High Schools in an attempt to evaluate the California Highway Patrol's "High School Program." Questionnaires will be administered by the classroom teachers. There will no contact between students and Naval personnel.

Very respectfully,

/S/

J. W. ORVIS

FIRST ENDORSEMENT

1. Approve __X__. Disapprove _____.

/S/
DOUGLAS COURTNEY

SECOND ENDORSEMENT

1. Approve __X__. Disapprove _____.

/S/
Department Chairman

THIRD ENDORSEMENT

1. Approve __X__. Disapprove _____.

/S/
Curricular Officer

Copy to:
Curricular Officer
Department Chairman
Professor Courtney
Captain McQuigg
Lieutenant Orvis

ANNEX D: COMPUTER PROGRAM FOR ESTIMATION OF MISSING VALUES

```
      THIS IS THE DATA CONVERSION PROGRAM FOR
      55 CASE GROUP ONE.



//CHPALL   JOB (0183,0966,MA31),'CRVI2486',MSGCLASS=G
// EXEC WATFOR
//FT07F001 DD SYSOUT=B,DCB=(RECFM=FB,BLKSIZE=400,LRECL=80)
//SYSIN DD *
$JOB
      DIMENSION COL(32,2),ROW(32,55)
      DATA COL/64*0.0/
      READ,(ROW(J,I),J=1,32)
      DO 1 I=1,55
      COL(K,1)=COL(K,1)+ROW(K,I)
      IF(ROW(K,I).GE.0.1)COL(K,2)=COL(K,2)+1
 2    CONTINUE
 1    CONTINUE
      DO 3 I=1,55
      NUM=0
      SUM=0.0
      DO 9 K=8,32
      SUM=SUM+ROW(K,I)
      IF(ROW(K,I).GE.0.1)NUM=NUM+1
 9    CONTINUE
      DO 4 K=8,32
      IF(ROW(K,I).GE.0.1)GO TO 4
      ROW(K,I)=(COL(K,1)+SUM)/(COL(K,2)+NUM)
 4    CONTINUE
 3    CONTINUE
      WRITE(6,101)ROW
      WRITE(7,101)ROW
 6    STOP
 101  FORMAT(1X,F6.0,15F4.1,/1X,16F4.1)
      END
$GO
```

ANNEX E: SPSS FACTOR ANALYSIS

```
// EXEC SPSS
//FT06F001 DD SYSOUT=D
//SYSIN DD *
VARIABLE LIST   CODE AGE GRADE SEX LICENSE CAR NAVY VAR001 TO VAR025
SUBFILE LIST    PR11 PR12 PR21 PR22 PC11 PC12 PC13 PC21 PC22 PC23
# OF CASES      25,30,51,44,22,22,12,54,46,41
INPUT MEDIUM    CARD
INPUT FORMAT    FIXED (1X,F6.0,15F4.1,/1X,16F4.1)
MISSING VALUES  AGE TO VAR025(0)
VAR LABELS      CODE,TEST SCHOOL CLASS STUDENT/
                LICENSE,DO YOU HAVE A DRIVERS LICENSE?/CAR
                ,OWN CAR OR DRIVE WHENEVER YOU WANT?/VAR001,UNDER 30 CAN SAFELY
                EXCEED SPEED LIMIT./VAR002,TEEN WILL GET TICKET QUICKER THAN
                ADULT./VAR003,TRAFFIC VIOLATOR ENDANGERS ALL./VAR004,PCT NOT AS
                BAD AS ALCOHOL./VAR005,IN GENERAL I LIKE POLICE OFFICERS./
                VAR006,PUSHING CAR TO THE LIMIT IS A GOOD TEST./VAR007,LAWS ARE
                TO MOVE TRAFFIC FAST SAFELY./VAR008,POLICE DO NOT ENJOY GIVING
                TICKETS./VAR009,DRIVERS SHOULD ALWAYS OBEY ALL LAWS./VAR010,
                MOTORCYCLE RIDERS BREAK MORE LAWS./VAR011,GUNS CLUBS ENCOURAGE
                COPS TO PUSH./VAR012,TEENAGERS ARE IMPRESSED BY SPEED./VAR013,
                COP IS ONLY DOING HIS JOB./VAR014,MOST COPS DISLIKE TEENAGERS./
                VAR015,POLICEMEN ENJOY HELPING PEOPLE./VAR016,POLICEMEN TAKE
                UNNECESSARY ABUSE./VAR017,POLICEMEN DISLIKE MEN WITH LONG HAIR./
                VAR018,TEENS NOT IMPRESSED WITH FCT RODDERS./VAR019,POLICE
                TREAT BLACK AND WHITE THE SAME./VAR020,SHOWING OFF IN A CAR
                SHOWS IMMATURITY./VAR021,CAR GOOD PLACE TO RELEASE TENSION./
                VAR022,FATHER OFTEN EXCEEDS SPEED LIMIT./VAR023,POLICE SPEND
                MORE TIME SOLVING CRIMES./VAR024,DRIVING IS A PRIVILEGE./VAR025,
                POLICE LIKE TO GIVE TICKETS.
VALUE LABELS    SEX (1) MALE (2) FEMALE (0) MISSING/LICENSE (1) YES (2) NO (0)
                MISSING/CAR (1) YES (2) NO (0) MISSING
PROCESS SBFILES(PR11,PR12,PR21,PR22)
FACTOR          VARIABLES=VAR001 TO VAR025
                NFACTORS = 3/
STATISTICS      6,8
READ INPUT DATA
        DATA INSERTED HERE.
FINISH
```

STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES, VERSION OF 02/01/72

FILE NONAME (CREATION DATE = 05/22/73)
SUBFILE PR11 PR12 PR21 PR22

VARIMAX ROTATED FACTOR MATRIX

	FACTOR 1	FACTOR 2	FACTOR 3
VAR001	0.12182	0.33683	0.32330
VAR002	-0.04001	0.52117	0.13381
VAR003	0.46808	-0.14149	0.06647
VAR004	-0.09762	0.31922	0.11753
VAR005	0.51191	-0.34082	0.12854
VAR006	0.01630	0.14637	0.38350
VAR007	0.34309	-0.21226	0.08481
VAR008	0.39202	-0.45638	-0.03161
VAR009	0.47637	-0.11532	0.05196
VAR010	0.07283	0.10922	0.27011
VAR011	-0.38983	0.44018	0.21784
VAR012	0.00057	0.11830	0.50897
VAR013	0.43139	-0.25516	0.02508
VAR014	-0.21221	0.50795	0.17770
VAR015	0.55491	-0.16720	-0.02864
VAR016	0.34671	0.00702	-0.02467
VAR017	-0.35960	0.26776	0.04399
VAR018	0.07435	-0.01354	-0.38046
VAR019	0.41137	-0.27054	-0.19372
VAR020	0.53736	0.25955	-0.41461
VAR021	-0.01615	0.09666	0.05671
VAR022	-0.07951	0.17666	0.19745
VAR023	-0.27366	0.46300	0.01691
VAR024	0.39509	0.02552	-0.23367
VAR025	-0.29509	0.74736	0.13608

TRANSFORMATION MATRIX

	FACTOR 1	FACTOR 2	FACTOR 3
FACTOR 1	-0.70787	0.66685	0.23289
FACTOR 2	-0.67917	-0.55201	-0.48375
FACTOR 3	0.19403	0.50060	-0.84365

STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES, VERSION OF 02/01/72

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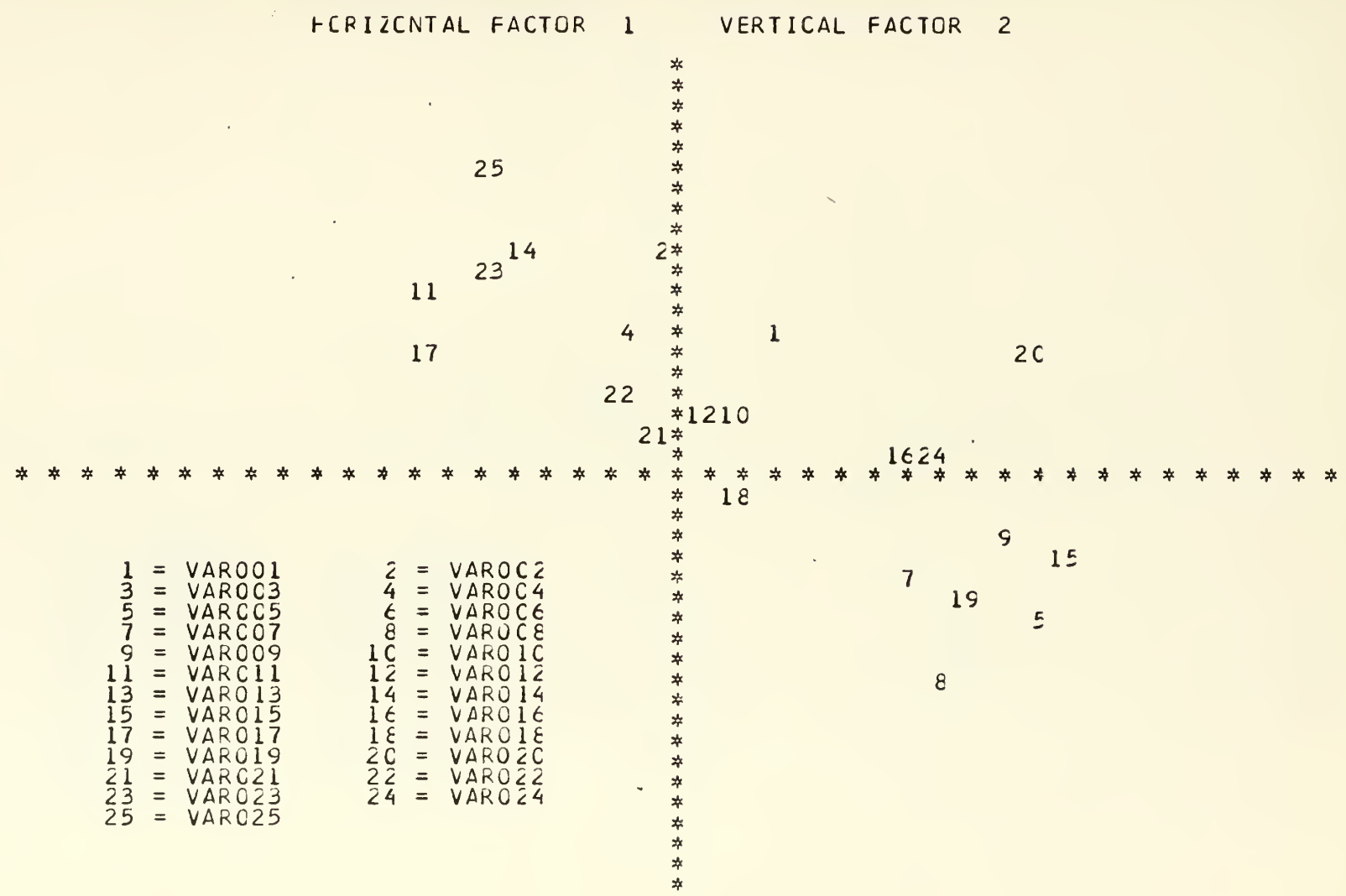
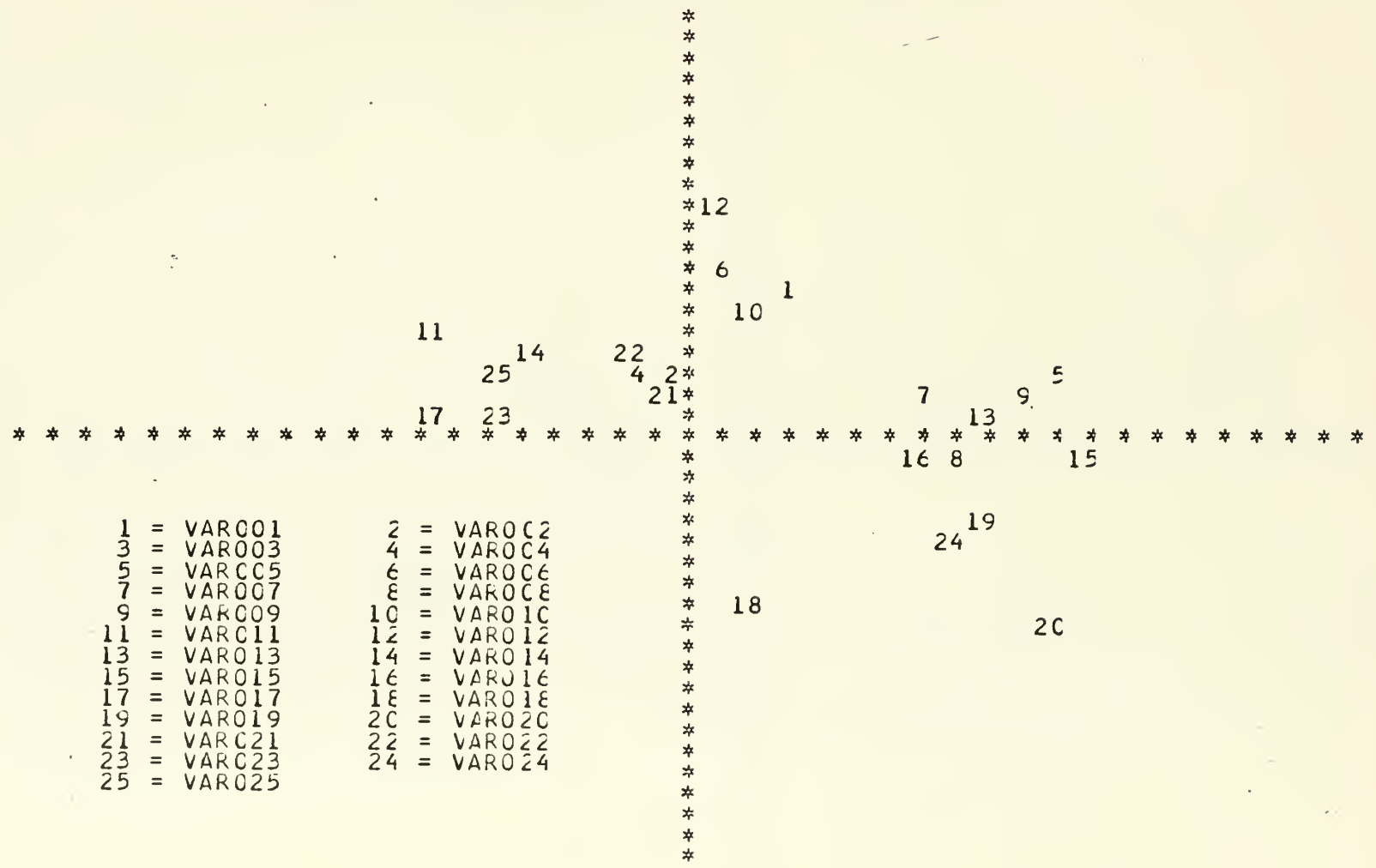


STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES, VERSION OF 02/01/72

FILE NONAME (CREATION DATE = 05/22/73)
SUBFILE PR11 PR12 PR21 PR22

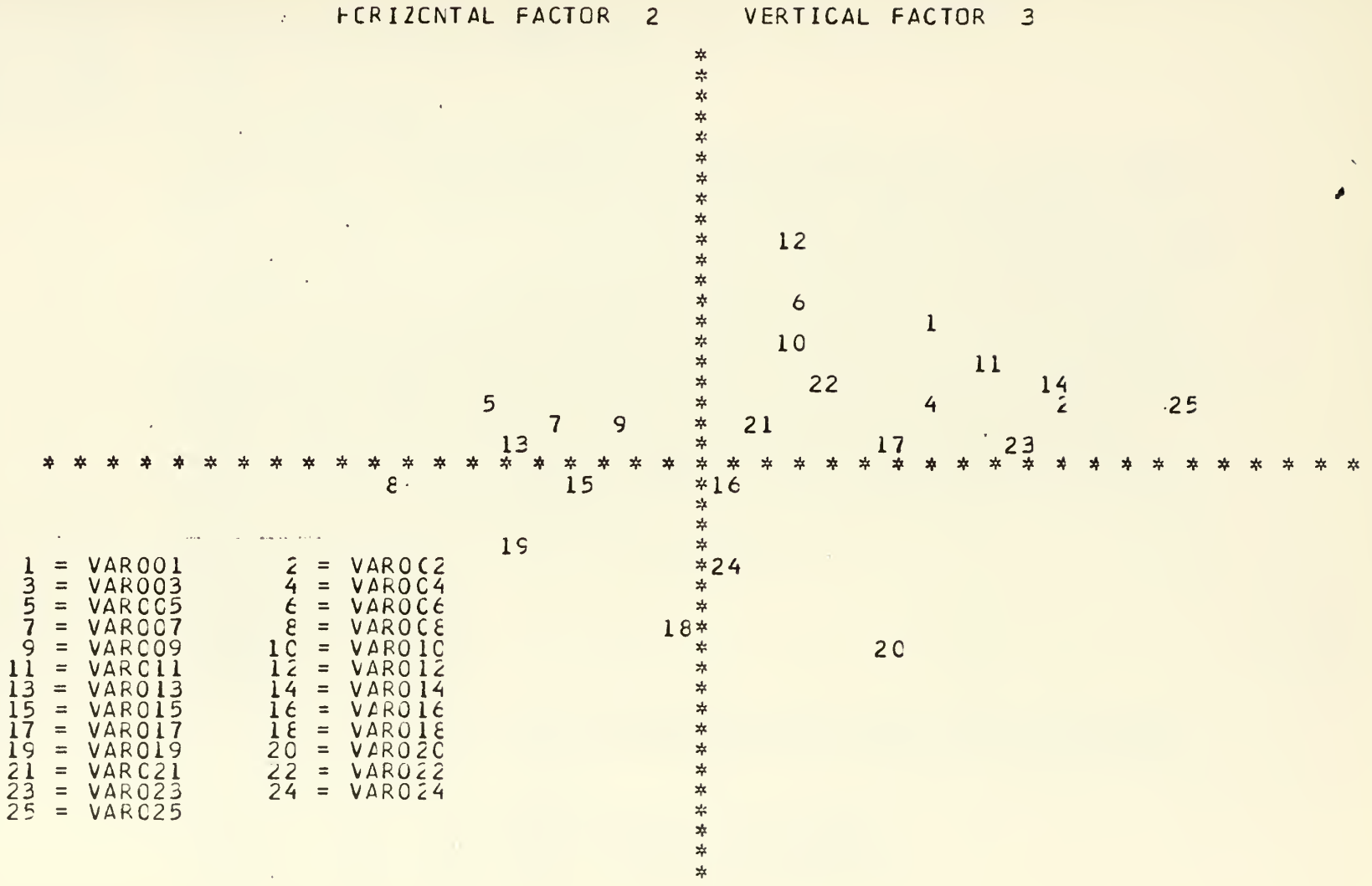
HORIZONTAL FACTOR 1 VERTICAL FACTOR 3



1	= VAR001	2	= VAR002
3	= VAR003	4	= VAR004
5	= VAR005	6	= VAR006
7	= VAR007	8	= VAR008
9	= VAR009	10	= VAR010
11	= VAR011	12	= VAR012
13	= VAR013	14	= VAR014
15	= VAR015	16	= VAR016
17	= VAR017	18	= VAR018
19	= VAR019	20	= VAR020
21	= VAR021	22	= VAR022
23	= VAR023	24	= VAR024
25	= VAR025		

STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES, VERSION OF 02/01/72

FILE NONAME (CREATION DATE = 05/22/73)
SUBFILE PR11 PR12 PR21 PR22



```
// EXEC SPSS
//FT06F001 DD SYSOUT=D
//SYSIN DD *
VARIABLE LIST   CODE AGE GRADE SEX LICENSE CAR NAVY VAR001 TO VAR025
SUBFILE LIST    PR11 PR12 PR21 PR22 PO11 PO12 PO13 PO21 PO22 PO23
# OF CASES      25,30,51,44,22,22,12,54,46,41
INPUT MEDIUM    CARD
INPUT FORMAT    FIXED (1X,F6.0,15F4.1,/1X,16F4.1)
MISSING VALUES  AGE TO VAR025(0)
VAR LABELS      CODE,TEST SCHOOL CLASS STUDENT/
                LICENSE,DO YOU HAVE A DRIVERS LICENSE?/CAR
                ,OWN CAR OR DRIVE WHENEVER YOU WANT?/VAR001,UNDER 30 CAN SAFELY
                EXCEED SPEED LIMIT./VAR002,TEEN WILL GET TICKET QUICKER THAN
                ADULT./VAR003,TRAFFIC VIOLATOR ENDANGERS ALL./VAR004,POT NOT AS
                BAD AS ALCOHOL./VAR005,IN GENERAL I LIKE POLICE OFFICERS./
                VAR006,PUSHING CAR TO THE LIMIT IS A GOOD TEST./VAR007,LAWS ARE
                TO MOVE TRAFFIC FAST SAFELY./VAR008,POLICE DO NOT ENJOY GIVING
                TICKETS./VAR009,DRIVERS SHOULD ALWAYS OBEY ALL LAWS./VAR010,
                MOTORCYCLE RIDERS BREAK MORE LAWS./VAR011,GUNS CLUBS ENCOURAGE
                COPS TO PUSH./VAR012,TEENAGERS ARE IMPRESSED BY SPEED./VAR013,
                COP IS ONLY DOING HIS JOB./VAR014,MOST COPS DISLIKE TEENAGERS./
                VAR015,POLICEMEN ENJOY HELPING PEOPLE./VAR016,POLICEMEN TAKE
                UNNECESSARY ABUSE./VAR017,POLICEMEN DISLIKE MEN WITH LONG HAIR./
                VAR018,TEENS NOT IMPRESSED WITH HOT RODDERS./VAR019,POLICE
                TREAT BLACK AND WHITE THE SAME./VAR020,SHOWING OFF IN A CAR
                SHOWS IMMATURITY./VAR021,CAR GOOD PLACE TO RELEASE TENSION./
                VAR022,FATHER OFTEN EXCEEDS SPEED LIMIT./VAR023,POLICE SPEND
                MORE TIME SOLVING CRIMES./VAR024,DRIVING IS A PRIVILEGE./VAR025,
                POLICE LIKE TO GIVE TICKETS.
VALUE LABELS    SEX (1) MALE (2) FEMALE (0) MISSING/LICENSE (1) YES (2) NO (0)
                MISSING/CAR (1) YES (2) NO (0) MISSING
COMPUTE         VAR001=(11-VAR001)
COMPUTE         VAR002=(11-VAR002)
COMPUTE         VAR004=(11-VAR004)
COMPUTE         VAR011=(11-VAR011)
COMPUTE         VAR014=(11-VAR014)
COMPUTE         VAR017=(11-VAR017)
COMPUTE         VAR023=(11-VAR023)
COMPUTE         VAR025=(11-VAR025)
COMPUTE         SUM=(VAR001+VAR002+VAR003+VAR004+VAR005+VAR007+VAR008+VAR009+
                VAR011+VAR013+VAR014+VAR015+VAR016+VAR017+VAR019+VAR020+VAR023+
                VAR024+VAR025)/19
IF              (CODE LE 11230) SUM11=SUM
IF              (CODE GT 11230 AND CODE LE 12244) SUM12=SUM
IF              (CODE GT 12244 AND CODE LE 21222) SUM21=SUM
IF              (CODE GT 21222 AND CODE LE 21312) SUM213=SUM
IF              (CODE GT 21312 AND CODE LE 22246) SUM22=SUM
IF              (CODE GT 22246) SUM223=SUM
```

```
MISSING VALUES SUM11 TO SUM223(0)
PROCESS SBFILESALL
MARGINALS       SUM TO SUM223
OPTIONS         5
STATISTICS      ALL
READ INPUT DATA
          DATA INSERTED HERE.
FINISH
```

FILE NONAME (CREATION DATE = 05/22/73)
SUBFILE PR11 PR12 PR21 PR22 PO11 PO12 PO13 PO21 PO22 PO23

VARIABLE SUM21

MEAN	4.129	STD ERROR	0.210	MEDIAN	4.145
MODE	4.842	STD DEV	1.394	VARIANCE	1.942
KURTOSIS	3.406	SKEWNESS	1.066	RANGE	8.053
MINIMUM	1.474	MAXIMUM	9.526		

VALID OBSERVATIONS - 44
MISSING OBSERVATIONS - 303 OR 87.3 PERCENT OF TOTAL

VARIABLE SUM213

MEAN	4.284	STD ERROR	0.242	MEDIAN	4.089
MODE	3.842	STD DEV	0.837	VARIANCE	0.701
KURTOSIS	-0.627	SKEWNESS	0.205	RANGE	2.947
MINIMUM	2.895	MAXIMUM	5.842		

VALID OBSERVATIONS - 12
MISSING OBSERVATIONS - 335 OR 96.5 PERCENT OF TOTAL

VARIABLE SUM22

MEAN	4.082	STD ERROR	0.126	MEDIAN	4.162
MODE	4.158	STD DEV	1.256	VARIANCE	1.577
KURTOSIS	-0.012	SKEWNESS	0.157	RANGE	6.474
MINIMUM	1.316	MAXIMUM	7.789		

VALID OBSERVATIONS - 100
MISSING OBSERVATIONS - 247 OR 71.2 PERCENT OF TOTAL

FILE NONAME (CREATION DATE = 05/22/73)
SUBFILE PR11 PR12 PR21 PR22 PO11 PO12 PO13 PO21 PO22 PO23

VARIABLE SUM

MEAN	4.054	STD ERROR	0.065	MEDIAN	4.029
MODE	3.895	STD DEV	1.211	VARIANCE	1.466
KURTOSIS	0.732	SKEWNESS	0.317	RANGE	8.395
MINIMUM	1.132	MAXIMUM	9.526		

VALID OBSERVATIONS - 347
MISSING OBSERVATIONS - 0 OR 0.0 PERCENT OF TOTAL

- -

VARIABLE SUM11

MEAN	4.278	STD ERROR	0.164	MEDIAN	4.388
MODE	2.895	STD DEV	1.216	VARIANCE	1.478
KURTOSIS	-0.674	SKEWNESS	-0.283	RANGE	5.000
MINIMUM	1.474	MAXIMUM	6.474		

VALID OBSERVATIONS - 55
MISSING OBSERVATIONS - 292 OR 84.1 PERCENT OF TOTAL

- -

VARIABLE SUM12

MEAN	3.904	STD ERROR	0.118	MEDIAN	3.845
MODE	3.526	STD DEV	1.149	VARIANCE	1.321
KURTOSIS	-0.157	SKEWNESS	0.064	RANGE	5.474
MINIMUM	1.132	MAXIMUM	6.605		

VALID OBSERVATIONS - 95
MISSING OBSERVATIONS - 252 OR 72.6 PERCENT OF TOTAL

FILE NONAME (CREATION DATE = 05/22/73)
SUBFILE PR11 PR12 PR21 PR22 PO11 PO12 PO13 PO21 PO22 PO23

VARIABLE SUM223

MEAN	3.892	STD ERROR	0.173	MEDIAN	3.691
MODE	5.158	STD DEV	1.105	VARIANCE	1.221
KURTOSIS	1.373	SKEWNESS	0.881	RANGE	5.684
MINIMUM	1.895	MAXIMUM	7.579		

VALID OBSERVATIONS - 41
MISSING OBSERVATIONS - 306 OR 88.2 PERCENT OF TOTAL

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13. ABSTRACT

An evaluation of the California Highway Patrol High School Information and Education Program was conducted to determine if the program was effecting a positive change in the attitudes of young people toward law-enforcement and law-enforcement officers. A twenty-five item questionnaire was administered to eleventh and twelfth grade students in two Monterey Peninsula high schools. The Highway Patrol Program was presented in one of the schools and then both schools were re-tested using the same questionnaire. No significant change in attitudes was found.

14 KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
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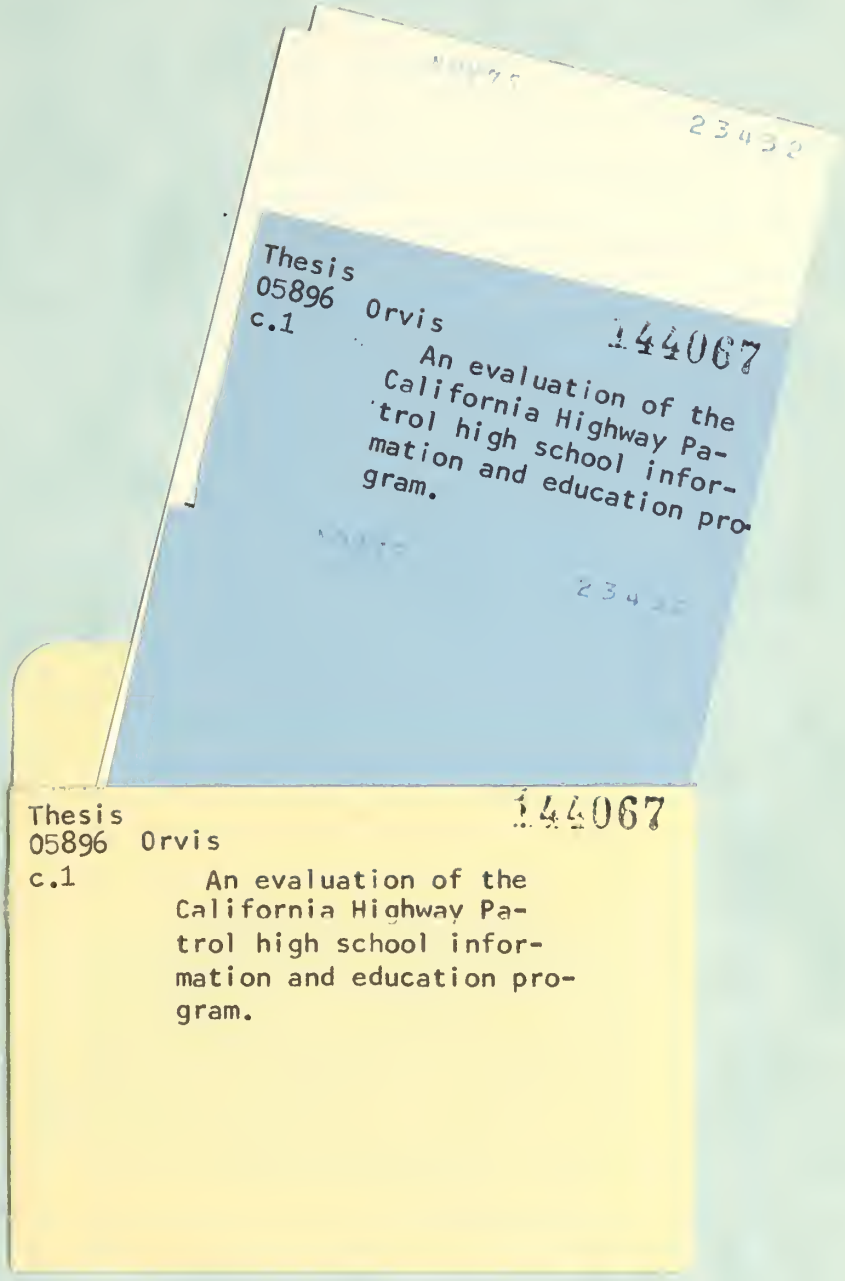
Law Enforcement						
CHP Information and Education Program						
Police Information and Education Program						
High School Programs						
Information and Education Officer						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